

Texas Education Agency
Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here:
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency Document Control Center 2016 MAR 28 PM 2:06 </div>
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Atlanta ISD	034901		
Vendor ID #	ESC Region #	DUNS #	
1756000131	8	055570733	
Mailing address	City	State	ZIP Code
106 West Main St.	Atlanta	TX	75551

Primary Contact

First name	M.I.	Last name	Title
Erin		Allen	Director of Afterschool
Telephone #	Email address		FAX #
903-796-4194	eallen@atlisd.net		903-799-1004

Secondary Contact

First name	M.I.	Last name	Title
Marilyn		Cobb	Assistant Superintendent
Telephone #	Email address		FAX #
903-796-4194	mcobb@atlisd.net		903-799-1004

Part 2: Certification and Incorporation

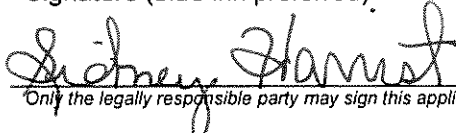
I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Sidney		Harrist	Superintendent
Telephone #	Email address		FAX #
903-796-4194	sharrist@atlisd.net		903-799-1004

Signature (blue ink preferred)

Date signed



3/26/16

Only the legally responsible party may sign this application.

701-16-102-035

Schedule #1—General Information (cont.)

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit.

Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #3—Certification of Shared Services

County-district number or vendor ID: 034901

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application. *N/A*

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 034901			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts NOT APPLICABLE				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for Amendment

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Community overview and need

In rural northeast Texas, the Atlanta ISD serves approximately 1,760 students in grades prekindergarten through twelve. Located in the extreme northeast corner of the state near the crossroads of Arkansas and Louisiana, AISD is a public school district serving the rural town of Atlanta, population 5,632, and several neighboring smaller communities. Economic conditions in and around Atlanta are poor and continue to deteriorate, with little prospects for future development. The 2014 U.S. Census reports that 23% of Atlanta's residents are living below the poverty rate, as compared to the statewide average of 15%. PEIMS data for 2015-16 reports that over 65% of our students are economically disadvantaged, and this number continues to grow each year. The ethnic makeup of AISD is quite diverse with 54% White, 34% African American, 8% Hispanic/Latino, and 4% other races. All four campuses in AISD operate Title I schoolwide programs with over 42% of students considered at-risk and 6% meeting the definition of homeless. The largest nearby city is Texarkana, population about 80,000, which is over 25 miles away. Enrichment activities of any kind are nonexistent in or nearby Atlanta. There are no community-based organizations typically found in larger cities and no public transportation. We have no YMCA or Boys and Girls Clubs, and no afterschool programs would exist in or near Atlanta without the school district. We are a proud recipient of two cycles of 21st CCLC grants, Cycles 4 and 7, and each of our four campuses are currently serving as ACE afterschool centers. This program has undoubtedly improved our community and left its mark on our students and families. Parents no longer have to worry about their children coming home after school to an empty house. With free snacks and dinner, they are safely transported home, have homework completed with assistance from certified teachers, and have participated in enjoyable enrichment opportunities as well as intensive academic assistance programs. Data proves that the Atlanta ACE program has improved the overall success of our students. In addition, our program invests in both students and their families with strategies to engage and encourage involvement. For these families, afterschool in our community is not just a nice benefit, but it is essential to the safety and well-being of their children. For our school district, the program is also essential, because it provides the intense remediation necessary for at-risk students to succeed in today's world of more rigorous standards and more difficult statewide testing, improves attendance and behavior, improves graduation and promotion rates, and promotes college and career readiness.

Research-based program design

Research shows that parents view afterschool programs as more than just a safe environment for children. They recognize that they need programs that provide a wide range of activities and enriching learning opportunities for their children. Parents want opportunities for their children to participate in physical activities, STEM programs, the arts, reading and writing, development of social skills, and character education programs. They agree that afterschool programs can help reduce the likelihood that youth will engage in risky behaviors, such as committing a crime or using drugs, or becoming a teen parent. Extending beyond the traditional school year to provide valuable summer learning programs is also strongly supported by families. Investing in afterschool programs helps children of rural communities break out of the cycle of poverty and creates opportunities for at-risk youth. "Rural communities are ill-equipped to break out of the poverty cycle. Consequently, children who grow up in rural poverty face obstacles early in life that make it difficult for them to escape poverty as adults," according to the 2014 report by Afterschool Alliance in *America after 3PM*. This report also states that afterschool programs offer an effective and affordable way of overcoming obstacles confronting rural communities and helping children realize their full potential. ACE program development for Cycle 9 was primarily based on the comprehensive needs assessments of our community and campuses. We intentionally and honestly sought out and listened to the feedback from stakeholders during this process, including teachers and administrators from the regular school day and afterschool programs, school board members, community and business members, families, and students. Test scores, gaps, attendance, behavior, campus climate, demographics, funding sources available, and sustainability options were among the data included in the needs assessments. Our program will be centered on the four critical success factors that are essential to achieving the goals and outcomes of the 21st CCLC grant: active participation by students and their families, increased sense of involvement, use of assessment data to revise and evaluate student services, and implementation of strategies learned through training.

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Project management

We will improve and expand our comprehensive, award-winning program, which will be aligned with the goals and objectives of the *Texas ACE Blueprint for Cycle 9*. Atlanta's ACE program will include activities and programs balanced across the four core components of afterschool programming: academic assistance, enrichment, family support, and college and career readiness. We will continue to operate our program with integrity, best practices, and high quality. Currently serving over 20% of our student population in afterschool, our goal is to expand our program to regularly serve at least 26% of our students and to increase learning time by expanding our four week summer program to six weeks. We will partner with Texarkana College to offer college-level dual credit academic and workforce education classes to high school students and families to meet needs specifically identified in our community. We will reach out into the community with expanded family engagement opportunities for literacy and related educational development. Along with local faith-based organizations, we will pair adult mentors with participating students in literacy and character-building programs. Our students will be provided opportunities for academic improvement, including tutorial services, taught by certified teachers, to help them meet state and local academic achievement standards in the core academic subjects of math, reading, science, and social studies. We will offer a broad array of additional services, enrichment programs and activities, all designed to reinforce and complement the regular day program.

Programmed for success

Management of a successful comprehensive program requires planning, quality, collaboration, and commitment. AISD welcomes the challenges that this program offers and will continue to design and carry out our management plan with innovative design, strong evaluation measures, and meaningful stakeholder input. Data will drive our decisions concerning curriculum, staffing, and effective practices, and will be gathered from a number of sources to provide continuous information on targeted students. Ongoing measures of success such as regular meetings with ACE staff and day school staff, constant communications with administration, and periodic consultations with our technical assistance provider and external evaluator will serve to provide us continuous improvement. The ACE Advisory Council will provide voice to the community as a key stakeholder in our program. The council will be comprised of those who are reflective of the community in terms of gender, race, and ethnicity, and will represent nonprofit organizations, agencies, businesses, program partners, school district representatives, students, and family members. Since programs with strong community and family support are more likely to be seen as valuable and more likely to be sustained, regular outreach and communication with program stakeholders throughout the duration of the grant will be imperative to ongoing success.

Designed for sustainability

Although a serious and complex challenge, Atlanta ISD and our community of stakeholders will demonstrate ongoing commitment by developing our vision, building collaboration, offering high quality management and programming, and advocating in our community for support. Investing in afterschool is so vital to our community that we will develop a strategic, long-term financing plan by the end of year three for sustainability. The AISD Board of Trustees is unanimous in their support of our local sustainability plan, which will include public and private partnerships, a well-constructed budget, and a strong chorus of voices to influence a broad range of stakeholders. We will communicate a clear picture of our program to the community, not a grandiose and unreachable goal, but a realistic, sensitive, and timely plan.

Conclusion

Our success speaks for itself: students who regularly participate in ACE programming show increased academic achievement, higher attendance rates, and a lower incidence of disciplinary behaviors than their counterparts who do not attend. The Texas ACE program has changed our community, improved our schools, and helped our students experience a level of success that is unparalleled. However, the needs of the Atlanta community are great, especially those of working families who struggle to make ends meet. Knowing where their children are after the school bell rings at 3:30 will make a tremendous difference for these families, as will the academic achievement and enrichment provided to our students. Research proves that afterschool programs keep youth safe, healthy, and on track for success. Atlanta ACE will continue to provide the high quality program we are known for and sustain it into the future.

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 034901	Amendment # (for amendments only):
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB	
Grant period: August 1, 2016, to July 31, 2017	Fund code/shared services arrangement code: 265/352

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$667,996	\$	\$667,996
Schedule #8	Professional and Contracted Services (6200)	6200	\$27,730	\$12,000	\$39,730
Schedule #9	Supplies and Materials (6300)	6300	\$92,000	\$	\$92,000
Schedule #10	Other Operating Costs (6400)	6400	\$46,841	\$	\$46,841
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$834,567	\$12,000	\$846,567
7.301% limited to 5% <u>indirect costs</u> (see note):			N/A	\$30,328	\$30,328
Grand total of budgeted costs (add all entries in each column):			\$834,567	\$42,328	\$876,895

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$876,895
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$43,845

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

Changes on this page have been confirmed with: Via telephone/fax/email (circle as appropriate)	On this date: By TEA staff person:
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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 034901		Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional			
1 Teacher			\$
2 Educational aide			\$
3 Tutor			\$
Program Management and Administration			
4 Project director (required)		.90	\$52,200
5 Site coordinator (required)	4.0		\$191,000
6 Family engagement specialist (required)		.675	\$34,718
7 Secretary/administrative assistant	1.0		\$25,000
8 Data entry clerk			\$
9 Grant accountant/bookkeeper			\$
10 Evaluator/evaluation specialist			\$
Auxiliary			
11 Counselor			\$
12 Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)			
13 ESC specialist/consultant			\$
14 ESC coordinator/manager/supervisor			\$
15 ESC support staff			\$
16 ESC other			\$
17 ESC other			\$
18 ESC other			\$
Other Employee Positions			
19 Title			\$
20 Title			\$
21 Title			\$
22	Subtotal employee costs:		\$302,918
Substitute, Extra-Duty Pay, Benefits Costs			
23 6112	Substitute pay		\$
24 6119	Professional staff extra-duty pay		\$137,940
25 6121	Support staff extra-duty pay		\$160,940
26 6140	Employee benefits		\$66,198
27 61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs		\$365,078
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$667,996

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

Changes on this page have been confirmed with:	On this date:
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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 034901		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	External evaluation services – contracted provider	\$12,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$12,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$27,730
(Sum of lines a, b, and c) Grand total		\$39,730

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 034901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$92,000
Grand total:		\$92,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 034901		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$15,570
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$15,570
Remaining 6400—Other operating costs that do not require specific approval:		\$31,271
Grand total:		\$46,841

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 034901			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			1,760	
Category	Number	Percentage	Category	Percentage
African American	590	33.52%	Attendance rate	95.9%
Hispanic	136	7.73%	Annual dropout rate (Gr 9-12)	.5%
White	959	54.49%	Students taking the ACT and/or SAT	72.5%
Asian	9	.51%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	1,146	65.11%	Average ACT score (number value, not a percentage)	20.1
Limited English proficient (LEP)	39	2.22%	Students classified as "at risk" per Texas Education Code §29.081(d)	42.33%
Disciplinary placements	248	14.09%		

Comments

Student enrollment:
Categories reported above = 96.25%
Mixed or other races = 66 students, or 3.75%

Teacher Demographics:
American Indian not listed below 1.0 or .8%

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	8.0	6.7%	No degree	1.0	0.8%
Hispanic	1.0	.8%	Bachelor's degree	97.8	81.8%
White	109.5	91.6%	Master's degree	20.7	17.3%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	45.2	37.8%	Avg. salary, 1-5 years exp.	\$35,352	N/A
6-10 years exp.	25.0	20.9%	Avg. salary, 6-10 years exp.	\$37,594	N/A
11-20 years exp.	26.1	21.9%	Avg. salary, 11-20 years exp.	\$43,863	N/A
Over 20 years exp.	23.1	19.3%	Avg. salary, over 20 years exp.	\$47,561	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	15	36	37	45	45	46	36	37	38	38	22	23	23	22	463
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	15	36	37	45	45	46	36	37	38	38	22	23	23	22	463

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Schedule #13—Needs Assessment

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The ACE afterschool program is an integral part of Atlanta ISD, and is utilized by our district and campus improvement plans as a key resource used to meet both district and campus goals and objectives. The ACE program assists by extending learning opportunities for students who need remediation, helps increase student achievement in reading and writing, math, social studies, and science, and utilizes benchmark testing to make formative assessments of progress toward learning goals. It also reduces dropout rates by helping students achieve passing grades, implements innovative technology in the classroom, develops knowledge and skills that foster a healthy lifestyle, musical artistry, and social development, and identifies students who need afterschool or summer school learning opportunities. The program provides enrichment activities which extend learning, assists with college and career readiness, implements district wide discipline procedures that promote a climate conducive to learning, posts student accomplishments to keep the public informed, and notifies parents of school and family engagement activities.

Assessment of needs and identifying resources within our area was a multi-step process. Our district's ACE Advisory Council met in a regularly scheduled meeting on January 27, 2016. Board members consisted of parents, community members, ACE site coordinators, the ACE family engagement specialist, the ACE project director, and Atlanta ISD's superintendent. The council was given updates of each campus' afterschool academic and enrichment programming as well as attendance and behavioral updates. The council discussed the continued vision and mission of Atlanta ISD's afterschool program and the importance of engaging families and our community. There is a definite gap that exists between the need for parent and family involvement in our students' lives and the level of parental involvement that actually occurs. Much of this problem is due to a deeply ingrained poverty mindset that demonstrates itself largely in our community - a mindset that does not encourage furthering education or work skills beyond high school. Therefore, many parents do not consistently engage in and assist with their child's learning development from elementary to high school. According to a 2013 article entitled *Parental Involvement in Schools from Child Trends Data Bank*, "Students with parents who are involved in their school tend to have fewer behavioral problems and better academic performance, and are more likely to complete high school than students whose parents are not involved in their school." Potential reasons for this mindset as well as hindrances to family and community involvement in our area were explored by the council and ideas and resources were discussed that could help improve involvement such as partnering with faith-based organizations to provide meals at family engagement events, incorporating students' achievements within the parent events, and allowing students to "train" their parents based on what they have learned in afterschool programming.

The Atlanta ACE Advisory Council met again on February 25, 2016. In addition to the persons listed above, also in attendance at this meeting were other community members from area businesses and organizations, all campus principals, our district's coordinator of school health services, our deputy superintendent, and CFO. The purpose of this meeting was to conduct a Community Needs Assessment as well as compile a list of community resources available to assist with those identified needs. District data was presented showing a total enrollment of 1,760 with 65.11% economically disadvantaged and 42.33% considered at-risk for failure or dropping out of school. Atlanta ACE program data for 2015 showing a 25% average increase in the academic performance of at-risk, regular afterschool attendees versus at-risk, non-regular attendees was discussed. **This increase shows that our afterschool program is a great benefit to our students and schools.** The council greatly favors its continuation in our community and identified specific needs in our schools and community which our afterschool program could help address and improve. Needs of working families were also addressed by the council, and it was determined that a high priority need is for convenient family programming to occur within ACE. All identified needs prioritized in order from greatest to least and were linked with community resources in a mapping process. The role of Atlanta's ACE afterschool program in facilitating involvement with these resources will be a crucial part in bridging the gap between these existing needs and feasible solutions.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 034901		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	Increase Academic Success	<ul style="list-style-type: none"> ➤ Increase student achievement by providing focused, targeted instruction and extended summer programming ➤ Use research-based curriculum resources aligned with state standards and the regular school day ➤ Provide data-driven individualized instruction using tools for data disaggregation, progress monitoring, curriculum mapping and planning ➤ Provide adult mentors and advocates to inspire students, improve literacy and build character ➤ Implement research-based methods of professional development for staff in core courses ➤ Train staff with skills for developing safe, trusting, self-managing classrooms, decreasing delinquent behaviors, and developing empathy for diverse cultures and backgrounds
2.	Increase College and Career Readiness	<ul style="list-style-type: none"> ➤ Partner with Texarkana College to offer dual credit college and workforce education classes ➤ Provide college and career exploration activities to elementary and middle school students ➤ Offer college entrance exam preparation classes
3.	Provide High Quality Enrichments	<ul style="list-style-type: none"> ➤ Engage students with quality enrichment activities to provide motivation, avoid discipline referrals, and promote good attendance ➤ Promote character-building, self-esteem and confidence with research-based interventions
4.	Improve Adult Workforce Skills in the Community	<ul style="list-style-type: none"> ➤ Partner with Texarkana College to offer workforce credit hours to parents of ACE students ➤ Utilize available resources within the community to promote adult literacy ➤ Offer college entrance exam preparation classes to participating families ➤ Provide community education classes to participating families
5.	Increase Family & Parental Support Services	<ul style="list-style-type: none"> ➤ Provide family engagement resources and events to encourage and promote involvement, increase awareness, and improve health and wellness ➤ Provide services during convenient times for working families, including child care ➤ Provide ACE Family Information Center and ACE Family Handbook to promote parenting skills, increase knowledge of local resources, and communicate ACE goals and objectives

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Schedule #14—Management Plan

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Preferred Master's degree in education or related field. Strong communication, interpersonal, organizational, and communication skills; at least three years' experience in an education or social work setting with supervisory, budget, data reporting, and technology experience.
2.	Site Coordinator(s)	Preferred Bachelor's degree in education and/or certified teacher. Experience with collection and analyzing student data, evaluating program needs, budget, supervision, and technology.
3.	Family Engagement Specialist	Preferred Bachelor's degree. Strong communication and interpersonal skills, experience working in an educational or social service setting, experience with child development and effective parenting techniques, and experience working with diverse cultures.
4.	Site Instructors	Preferred Bachelor's degree in education or applicable field; preferred teacher certification; ability to work successfully with students to achieve academic/social growth.
5.	External Evaluator	Preferred Master's degree. Three years' experience with 21st CCLC programs required. Collaborate with Project Director and grant staff to evaluate the implementation of program as well as develop and edit program evaluation reports.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increased Academic Performance	1. Intensive skills-based remediation	09/06/2016	07/07/2017
		2. Provide tutoring and homework assistance	09/06/2016	07/07/2017
		3. Enrichment classes will expand learning	09/06/2016	07/07/2017
		4. Six week grade reporting review for recruitment	10/10/2016	05/26/2017
		5. Benchmark and assessment data review	09/23/2016	05/26/2017
2.	Improved School Day Attendance	1. Academic assistance will increase confidence	09/06/2016	07/07/2017
		2. Enrichment classes will promote involvement	09/06/2016	07/07/2017
		3. Academic success leads to higher attendance	09/06/2016	07/07/2017
		4. Tx21 st & PEIMS data review for attendance records	08/01/2016	07/31/2017
		5. Higher grades due to higher attendance	09/06/2016	07/07/2017
3.	Increased Positive Behavior	1. Academic assistance increases self-esteem	09/06/2016	07/07/2017
		2. Enrichments provide opportunities for success	09/06/2016	07/07/2017
		3. Provide a safe, drug-free environment	09/06/2016	07/07/2017
		4. Foster a sense of belonging	09/06/2016	07/07/2017
		5. PEIMS data review for behavior records	08/01/2016	07/31/2017
4.	Increased Grade Promotion Rates	1. Integrated learning standards in afterschool	09/06/2016	07/07/2017
		2. High expectations; rigorous on-task learning	09/06/2016	07/07/2017
		3. Six week grade reporting review	10/10/2016	07/07/2017
		4. Benchmark/assessment performance review	09/23/2016	05/26/2017
		5. PEIMS data review for promotion rates	08/01/2016	07/31/2017
5.	Higher Graduation Rates	1. Academic assistance promotes higher grades	09/06/2016	07/07/2017
		2. Higher attendance equals more instruction	09/06/2016	07/07/2017
		3. Six week grade reporting review	10/10/2016	07/07/2017
		4. Benchmark/assessment performance review	09/23/2016	07/07/2017
		5. PEIMS data review for graduation rates	10/10/2016	07/07/2017

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To achieve and sustain the levels of performance expected today, AISD embraces a strategic focus on continuous improvement. Without effective **diagnostic review** that includes a root cause analysis, the evaluation of school and district performance is likely to hinge only on "the numbers," or performance data, without fully addressing the myriad of factors contributing to academic performance. Our process examines the extent to which we have enacted effective policies, practices, conditions and cultures that maximize learner success. We use multiple, relevant sources of information to evaluate performance, improvement efforts, and organizational effectiveness, and generate evaluative feedback. Steps included in the diagnostic review include: 1. **Profile development** - to develop an accurate picture of our current reality, we assemble a host of data related to student and teacher demographics, student achievement, instructional and student support programs, and stakeholder satisfaction. 2. **Annual performance review** - leaders work together with staff, students, parents and the community. Performance is rated on each standard using a set of established rubrics, based on analysis of student performance on multiple assessments and other academic indicators; student demographic data; information on teacher and leader quality and effectiveness; programmatic data; and parent, teacher, community, and leader survey/perception data. 3. **Root cause determination** - using the results of the annual review process, we work together to discover patterns in our data, refute inaccurate assumptions, and move beyond the obvious to focus on the root cause associated with performance. Through this process, we gain a better understanding of the actual causes of our challenges so we may confidently build research-based solutions that define targeted actions to be implemented for better results in the future. 4. **Monitoring of results**, adjustment of improvement strategies, and collection of data - throughout the year, district and school leaders regularly monitor implementation of improvement strategies, discuss and analyze what is or is not working, and make any necessary adjustments to the improvement plan. We also continuously collect data to inform the following year's internal review. With this process in place, we are able to offer continuous, collaborative, and more advanced monitoring of our goals and objectives.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sustainability of complex projects is not easy, but it is not new to AISD. We are currently sustaining a 1-to-1 student technology initiative that began several years ago with grant funding. In 2008 and 2009 we received Title II-D federal grants, Vision 2020, for the seed of our technology initiative. Since then, our local commitment has grown and we have fully funded continuation and replacement of all 1-to-1 technology with local and state funding. Using creative budgeting and financing arrangements, we have sustained our project and integrated it into our culture. Our sustainability plan for ACE will also create a culture of afterschool programming. Research published in 2015 by The Finance Project in *Sustaining 21st Century Community Learning Centers* reveals several key factors essential for sustainability: collaborative partnerships, identifying a diverse portfolio of funding sources, providing high-quality programs and proven results, support from school administration, advocating for key champions, and community engagement. During Cycle 9, we will build on our partnership with Texarkana College, and on our collaborations with community stakeholders, including the local public library, businesses, and faith-based organizations. Funding sources that we have identified include the Atlanta Education Foundation, a local 501(c)(3), that provides support and funding to AISD, and is a key stakeholder in our community involvement. In addition, we will maximize on other funding sources such as the local budget, Title I, United Way, in-kind contributions, and private and state grants. Providing high-quality programming will continue to be a priority during this cycle. To develop a strong identity, we will create a clear vision of our work, and strive to continue to be a unique niche in the community. We will regularly report results and disseminate information about the program through our ACE Advisory Council. Cultivating key champions for our program will help raise public awareness and leverage new sources of funding. Our community will be engaged in meaningful ways through focus groups, surveys, and annual funding drives. A strong track record along with planning for sustainability from the outset of the project will enable our leaders to plan for the long-term.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	PEIMS	1.	Attendance in regular school day & afterschool
		2.	At-risk status
		3.	Behavior and discipline data
2.	Formative tests, benchmark exams, state assessments	1.	Improved grades and test scores
		2.	Graduation and promotion rates
		3.	Campus and district performance
3.	Tx21st Data Management System	1.	Student activity and attendance reports
		2.	Activity average daily attendance reports
		3.	Family activity and attendance reports
4.	Surveys, observations, focus groups, and planning meetings	1.	Student achievement
		2.	Campus improvement
		3.	Parent and community satisfaction and support
5.	Annual self-assessments and external evaluations	1.	Continuation funding
		2.	Program adjustments/continuous improvement
		3.	Parent and community satisfaction and support

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Gathering and reviewing data from numerous sources is a critical part of refining, improving, and strengthening Atlanta ISD's afterschool program. District and campus data from sources such as PEIMS (Public Education Information Management System) and the Texas Annual Performance Report provide quantitative insight on our students concerning attendance, economic and at-risk status, gender, and race. Campus level assessments, formative benchmark exams and state assessments (STAAR) provide detailed data on standards and objectives that help identify students in need of remediation. AISD utilizes *DMAC (Data Management for Assessment and Curriculum)* for student data disaggregation to create groups of students who have the same skill deficiencies so that they can be remediated in small group settings. In addition, attendance data is collected for both regular and nonregular participants through attendance rosters and the TX21st data management system. A direct correlation may be drawn between regular participation in the program and achievement gains, therefore, this data serves to help target participants in need of increased attendance. Data from TX21st also allows program staff to disaggregate program classes/activities and attendance in each which provides insight into the needs and interests of students. TX21st reports from previous years to present allow program staff to evaluate effectiveness, interests, and attendance, and when compared to assessment scores, provides data regarding student achievement. These reports also serve to provide insight into classes or activities that need to be refined, improved, or strengthened. Parent, student, and school staff surveys along with weekly planning meetings between site coordinators and the project director will be used to produce other quantitative data. Routine observations of center instructors will be conducted by site coordinators as well as the project director to assist with evaluation of programming and participation in activities that are offered in the afterschool program. For program quality depth, evaluations of site coordinators as well as the project director will be performed by administrators. The program will also employ the services of an external evaluator who will coordinate the collection and monitor the quality of required federal and state data and who will assist sites with complying with statewide evaluation and other TEA requirements. These methods of gathering data, surveys, planning meeting outcomes, and observations/evaluations of staff will assist the director in developing and implementing program adjustments if necessary. Findings from all data sources will be made available through various means such as the district website, local newspapers, memos, transcripts of conversations, and annual reports.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Atlanta ACE program will include activities specifically designed to meet needs of our students and families that have been identified by our campuses and community. Research by Chris Gabrieli teaches us that more learning time can transform high-poverty schools, but only when schools do it right. "A healthy balance between the added depth allotted to core academics and the added breadth allotted to restore a well-rounded education should be maintained," says Gabrieli. Quality, research-based curricula along with proven instructional strategies will be implemented both during the academic and enrichment programs that will be funded by the grant. All activities will be supplemental to the required, regular day program, and will not supplant other funding. The research shows that the greatest opportunity that expanded learning time offers for improving academic achievement comes from individualized instruction. Site coordinators for ACE have been trained in data disaggregation, and will function on each campus as liaisons between the regular school day and the ACE program. They will meet weekly with the regular day teachers to determine areas of academic need that will be targeted in the afterschool program. **With this strategy in place, we will be able to partner the right teachers with the right students and focus on the right skills at the right time.** We will utilize an approach that includes increasing learning time, research-based strategies and resources, and providing data-driven individualized instruction. More than 65% of the children at AISD are considered economically disadvantaged. Our program will help to eliminate the barriers of access to enrichment activities by providing activities such as drama, music, art, nutrition, fitness, archery, video and music production, and technology applications. Involvement in enrichment activities typically improves academic achievement, attendance, and behavior. Integral to the success of our program will be the involvement of parents and families, who will be provided with opportunities to attend training in such topics as literacy, technology, nutrition, and nursing. Transportation of students will also be funded by the grant. During the regular school term, students will be safely transported to their homes in the evening after programming ends via Atlanta ISD school buses. During the summer term, students will travel safely to and from the centers by AISD school buses. Transportation to and from adjunct sites during all terms will also be provided by AISD buses.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program awareness will be disseminated to the community in multiple venues and by several methods. Advertising banners displayed in our schools and community, as well as detailed information in the AISD newsletters, flyers, and school website will promote initial awareness. Parents will be sent invitations for their children to participate in ACE at the beginning of the fall, spring, and summer terms. These invitations will encourage early and regular participation and will contain ACE contact information as well as location, dates and times. Ongoing communications in the form of a quarterly ACE newsletters, newspaper articles, social media updates, radio interviews, and website updates will help to keep information new and current and in front of our constituents. The ACE Family Information Center and the ACE Family Handbook, available at each center, will be another avenue for distribution of information about the ACE program and its policies and procedures. All communications will be prepared in English and Spanish to ensure that no language barriers exist.

The ACE Advisory Council, already in place, will continue to be an active stakeholder. The council consists of persons reflective of the community in terms of race, gender, and ethnicity and represents businesses, partners, families, students, regular day and afterschool teachers, administrators, site coordinators, principals, the project director, and district level administrators. Meetings of the council are documented with meeting agendas, sign-in sheets and other relevant documents. With the assistance of the Advisory Council, we will develop a Five-Year Strategic Plan that addresses marketing and program awareness, development of goals, expansion of services, evaluating effectiveness, and program sustainability. The plan will be begun by the end of the first year of the grant and will be updated annually during the continuation process.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A meta-analysis by the Collaborative for Academic, Social and Emotional Learning reviewed 68 studies and compared afterschool programs that had ***intentional program design grounded in evidence-based practices*** to those that did not. The review found that students in the programs that employed the evidence-based practices saw significant gains in academic performance, school day attendance and positive behaviors. The same improvements were not seen among students in the other set of programs. A separate meta-analysis looking only at quality afterschool programs found that students regularly participating in the programs scored higher on standardized math tests, were less likely to demonstrate aggressive behavior, and used drugs and alcohol less compared to their non-participating peers. (*Afterschool Alliance, Looking at the Data: Afterschool Programs Using Data to Better Serve Students, August 2014.*)

The Atlanta ACE afterschool program will continue to help students make great academic strides as well as improve school attendance rates and promote positive behaviors. Studies performed here in Atlanta ISD using our own student data proves significant academic gains for ACE regular attendees, as well as improvements in attendance and behavior. Two control groups were recently assembled from random samples of our at-risk students. The first control group represents students who regularly attended the ACE program and the second group represents those who did not regularly attend. STAAR results for reading/ELA and math indicate that **ACE students averaged 48% passing** on the first test administration, while the average passing rate of **non-ACE students was only 23%** on the same study. (*Atlanta ISD DMAC Reports on STAAR Testing, 2015.*) Attendance in the regular school day for the control group of **ACE attendees was 50% higher** than those not attending ACE, with an absence rate of 11% for regular attendees and 22% for non-attendees. Behavior data on the same control groups indicated lower incidence of discipline referrals among the ACE students, with **48 incidents reported for non-ACE and only 29 reported for ACE students.** (*Atlanta ISD PEIMS Edit+ Reports on Attendance and Discipline Referrals, 2013, 2014 and 2015.*) In Cycle 9, we will continue to provide high quality programming that is evidence-based, and we expect similar or higher overall student success rates for students who regularly attend ACE.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To accomplish the successful operation of a program as comprehensive as ACE, multiple funding sources will be coordinated. Local and state funds will supplement these grant funds to pay 10% of the salaries of the project director and family engagement specialist. Local in-kind funding will be used to provide space for the program to operate. Offices and utilities for the project director, family engagement specialist, administrative assistant, and four site coordinators will be provided at no direct cost to the program, with offices on campuses or at the AISD central office. Afterschool classes will be held in classrooms, cafeterias, and gyms, also at no direct cost to the program. Local funding provides a school nurse that is available during all programming hours. Federal funding sources that will be coordinated include the USDA's Child and Adult Care Food Program, which provides free, nutritionally balanced afterschool meals and snacks to children. The AISD food service department will prepare and serve all meals and snacks and be responsible for food service expenses and CACFP reimbursement claims. Title I and local funds are used to provide staff development to teachers in both the regular day and afterschool programs. Professional development will be provided to all certified teachers, including those who work in the ACE program, in the core subject areas of math, science, reading, and social studies. In addition, Title I funds the district's purchase of data disaggregation tools (*DMAC*), used throughout AISD by all teachers as well as the ACE staff in individualizing instruction.

The Wallace Foundation reported in 2009 that when all costs are considered, the price of running a high-quality, out-of-school time program ranged from \$3,450 to \$3,780 per student. Using this study, the value of AISD's overall in-kind contribution is approximately \$750,000 for serving 463 regular students each year. In summary, AISD will coordinate services between grants, local, and state funding, mentioned above, and will contribute significantly each year to leverage 21st CCLC funds, making the most effective use of public resources.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Continuous monitoring and a shared understanding of the program's goals will help leaders and staff maintain their focus, improve effectiveness and accountability, ensure parent and participant satisfaction, and identify necessary changes. By using evaluation data, the Atlanta ACE program director can assess whether key features are working as intended and make program adjustments and improvement. Data also can help form rationales for the program's effects on children's learning and the need for collaboration as well as guidance for management. Utilizing proven instructional strategies, the Atlanta ACE program will identify student learning objectives that ensure high-quality academic enrichment opportunities through the use of regular school day progress monitoring, targeted intervals of instruction, baseline data, and assessments. Staff will identify the knowledge and essential skills that students are expected to master (TEKS) in a particular course and assessment data will include historical information about student abilities, learning needs, and attendance history. The use of student learning objectives will allow ACE staff to measure academic growth and base our program activities on proven scientifically based research that will help students meet state and local academic achievement standards. In order to be scientifically based, the research must: (1) employ systematic, empirical methods; (2) involve rigorous data analyses; (3) rely on measurements or observational methods; (4) be evaluated using experimental or quasi-experimental designs; (5) ensure that experimental studies are presented in sufficient detail and clarity to allow for replication; and (6) have been accepted by a peer-reviewed journal or approved by an independent panel. For example, scientifically based research on reading has identified five essential components of effective instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies. (*Denton, Carolyn A., Classroom Reading Instruction that Supports Struggling Readers: Key Components for Effective Teaching, Children's Learning Institute, University of Texas Health Science Center Houston.*) Atlanta ACE will utilize this research when implementing reading interventions, and will use nationally accepted databases for selecting other interventions, such as *The What Works Clearinghouse, Promising Practices Network, The Center of Evidence-Based Practices, and Research Bases.*

Important measures of effectiveness will include conducting the ACE final yearly report to set goals and determine needs, receiving ongoing technical assistance based on need, and conducting monthly data and spending analyses. Continuous collection of data through several internal monitoring processes, such as DMAC, PEIMS, and TX21st will provide data on overall student success, as well as individualized data for meeting unique instructional needs. Involvement of community stakeholders through the ACE Advisory Council, and establishing and retaining relationships between ACE and regular school day administrators and staff will be important in our goal setting process and evaluation. Participation in statewide evaluations, completion of our logic models, the utilization of qualitative and quantitative data collection and analysis, site visits, and delivering the final summative report will add another layer of quality control. Finally, the complexity and quality of our external evaluations, conducted by a qualified, independent third party, will provide for the final layer of measuring effectiveness. When combined, these evaluation methods will be essential indicators of successful implementation and create important opportunities to affect overall program outcomes.

Atlanta ACE staff will operate our program incorporating components that are present in high quality afterschool programs: goal setting, strong management, enriching learning opportunities, linkages between school-day and after-school personnel, and evaluation of program progress and effectiveness. (*U.S Department of Education, Working for Children and Families: Safe and Smart Afterschool Programs.*)

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

Partnering with AISD will be Texarkana College, a well-established community college serving the area and offering more than one hundred degrees and certificates of study with academic, vocational, technical, continuing education, and workforce development classes available. Since 1927, Texarkana College has provided high quality, affordable and accessible education to residents of this area. Quality education at Texarkana College starts with their caring faculty members and a low student-faculty ratio that enables instructors to know students personally. Their passion for seeing students succeed extends well beyond the classroom. TC has an established site located in downtown Atlanta, College on Main, as well as a long-standing dual credit articulation agreement with Atlanta High School. Our partnership will provide free, college level academic and workforce education dual credit hours, as well as community education courses, to qualifying students. Criteria such as at-risk, economically disadvantaged, grades, attendance, and behavior will allow us to create a scholarship program to pay for dual credit tuition, fees, and books. Students must maintain a passing average in all high school courses, pass all statewide testing requirements and local benchmarks, and demonstrate strong commitment by their attendance and behavior. Atlanta High School's ACE center and TC's campus in Atlanta, College on Main, will be the sites where academic courses are held. Depending on the requirements of the course, workforce courses will be held either at TC's main campus in Texarkana, or at our ACE center at Atlanta High School. Online or distance education college classes may also be available, with proctors to monitor attendance. Some workforce classes, such as welding, industrial maintenance, culinary arts, and others requiring extensive equipment, will be held at TC. Students will be transported to the adjunct site at College on Main or to Texarkana College via Atlanta ISD school buses and then to their homes, also on school buses, after classes. College and career awareness will be emphasized to students in middle and elementary grades. TC recruiters and trained staff will develop and present activities that will assist students with developing a sense of self and areas of interest, developing and acquiring positive attitudes, and developing career awareness. Researchers have found that middle school students benefit, both academically and vocationally, from career development programs that promote career exploration skills, as well as increase knowledge of career options and career paths. Our middle school program will focus on the identification and articulation of interests and skills, as well as a clear understanding of career paths. At the elementary level, the programs and activities will focus on career awareness, presenting students with experiences to learn about careers, to visit career sites, and to meet workers and professionals in a variety of settings.

In addition, TC offers a broad range of workforce certificate and community education courses. Families of participating students will be eligible to participate in workforce programs such as welding, nursing, and culinary arts, and community education courses such as photography, gardening, technology and office education, fitness and nutrition, and many others. These services will be provided to ACE families at no cost. TC's President, James Henry Russell, said "We are so excited to broaden our existing relationship with Atlanta ISD to offer services to participating ACE students and their families. This is a great opportunity to expand our services to our neighbors in Cass County and to help students get a boost on their higher education. As a partner in Atlanta's ACE program, our goal is to promote access, affordability, quality, success, and cost efficiency in higher education, create seamless student transitions, and to foster college and career readiness." TC is highly invested in this program, and the results of our success will be reflected in TC's performance measures maintained by the Texas Higher Education Coordinating Board (THECB), and by accreditation standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Officials of both TC and AISD have signed a Memorandum of Understanding documenting our partnership commitment, which is attached to this grant application. With this partnership, Atlanta ACE and TC will work side by side to create one of the most unique and successful afterschool programs in the state.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A community needs assessment was performed at a meeting of the ACE Advisory Council on February 25, 2016. At this meeting, we conducted a systematic community needs assessment and examined the resources already available in our community via an asset mapping process. This process will assist in avoiding duplication of other projects with similar activities, developing the most pressing of all the problems and needs first, and prioritizing the most pressing needs. As guided by the *Texas ACE Blueprint for Cycle 9*, we determined the most appropriate centers to include in the grant, identified meaningful activity types, and located community resources that can be used to address needs and gaps in services. The asset mapping process helped to leverage and maximize the resources that we have within AISD and the community, and resulted in clear directives for our program. The profile of the Atlanta community included demographics and social characteristics of the population, income, poverty, literacy rates, crime statistics, and transportation issues. A visual Needs/Assets Map was developed and prioritized. This resulted in a list of programming strategies to meet the needs of ACE participants and maximize the use of local resources. It was determined that ACE centers at all four AISD campuses are needed to be maintained, that our services should be extended to a targeted, limited number of prekindergarten (PK) students, and that summer programming should include five consecutive weeks in June/July and a one-week transition program in August each year. Children from poverty score far below their peers from higher-income families in early vocabulary and literacy development, in early math, and in the social skills they need to get along well in their classrooms. For this reason, targeted PK students will be included in ACE. A summary report describing the assessment process, answering the initial guiding questions, and describing the emerging recommendations reveals the top five needs/available resources:

<i>Needs of students and families:</i>	<i>Assets/resources other than Atlanta ISD ACE:</i>
1. Academic Improvement & Assistance	Local faith-based organizations (volunteers)
2. Improving College and Career Readiness	Texarkana College; Atlanta Fire Department, Atlanta Police Department; Cass County Extension Office; Texas Workforce Commission
3. High Quality Enrichments	Atlanta Public Library; Texarkana College Talent Search; Texas Center for Public Policy
4. Adult Workforce Skills	Texarkana College
5. Family & Parental Support Services	CHRISTUS St. Michael Health Systems; HealthCare Express; Community Services of Northeast Texas; Head Start; Local Faith-Based Organizations

Atlanta ACE teachers and staff will provide academic assistance, such as small group remediation, homework help and tutoring, to participating students. Local faith-based organizations will provide adult volunteers for mentoring and literacy through the AISD *Reading Buddies* program for Pre-K through sixth grade. Texarkana College, Atlanta Fire and Police Departments, Cass County Extension Office, and the Texas Workforce Commission will provide college and career readiness to high school students with college credit classes, workforce credit classes, career awareness, Junior Master Gardener, and other programs. High quality enrichments will be provided by Atlanta ISD teachers and staff, Atlanta Public Library, Texarkana College Talent Search, and the Texas Center for Public Policy with offerings such as financial literacy, junior fire and police academies, welding, technology education, archery, robotics, and drug awareness. Adult workforce skills will be provided by Texarkana College to parents and family members of participating students in programs such as office skills, nursing, pharmacy tech, and welding. Family and parental support services will be provided by Atlanta ISD staff and several local healthcare and nonprofits. These services will include parenting classes, adult literacy, basic interview skills, financial literacy, obesity and general nutrition, and others. These needs and resources were identified and prioritized through the community needs assessment/evaluation process, and serve as the framework for our grant application.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 034901

Amendment # (for amendments only):

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For almost ten years, the Atlanta ACE program has been a leader in the state for developing and implementing best practices in afterschool programming and operations. We began our efforts with setting our sights on highly qualified staff. We began Cycle 4 and continued in Cycle 7 with full-time site coordinators, who were certified teachers with degrees in education, so that our administrators and regular day teachers would have respect and buy-in for the program. Building on this best practice, we employed a project director with teaching experience, a master's in education, and administrator certification. Research-based practices of this magnitude have always been our priority. We base our curriculum on research as well. We have chosen to invest in a research-based afterschool curriculum that develops academic and enrichment studies with a diverse team of experts specializing in language development, literacy, and learning styles. Our curriculum is aligned to TEKS and national standards, and employs hands-on, interactive, educational materials that engage students in multi-sensory learning experiences. These and other best practices have resulted in national and state awards for Atlanta's ACE program. In 2014, Atlanta ISD was awarded the Texas ACE PRIME AWARD for **OUTSTANDING PROGRAMMING**, and in 2013, our project director was named **TOP PROJECT DIRECTOR** by Texas ACE.

In Cycle 9, we will continue our history of success, and build upon it with a multitude of research based practices. Data-driven instruction and high quality, intentional programming both in academics and enrichments are our priorities. Afterschool curriculum will continue to be research-based, aligned to the regular day program and TEKS, and taught by certified instructors. Enrichments will be based on the interests of students, and will be exciting, fun, and safe. With the addition of our partnership with Texarkana College, postsecondary and workforce preparation will be a focus during this cycle with college-level academic, community ed, and workforce classes provided to high school students. Families will benefit from this focus as well with education classes at TC. Students in middle and elementary grades will learn about college and career awareness, increasing their knowledge and desire for a better future. Finally, we will serve more students than in our past cycles, with a stronger focus on at-risk students and their families, by adding targeted prekindergarten students and increasing our numbers of regular 45 day attendees at each center.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Volunteers are a very important part of the Atlanta ISD community and have always played a critical role in our program. We plan to actively recruit these stakeholders because they can fill important roles within our afterschool program. The *Reading Buddies* program, developed at Atlanta Elementary for grades two through four with volunteers from local faith-based organizations, will be expanded to include grades prekindergarten through six. The *Reading Buddies* program is guided by a certified reading specialist who employs research-based literacy activities and techniques in order to improve the reading skills of struggling students. Volunteers are working and retired professionals and retired teachers from our community, who understand the diversity and economic backgrounds of our afterschool students. Seniors will comprise the largest number of regular volunteers. Mentors will be trained by our reading specialist and all volunteers will pass criminal history background checks. To expand upon our existing program, we will employ a research-based model which helps young people succeed by establishing supportive and beneficial relationships between children and caring adults in an effort to inspire students and build literacy skills. Our mentors will spend quality time each week reading some of the most engaging grade-appropriate fiction and nonfiction books. Building relationships between our mentor volunteers and students will promote community awareness and the need for sustainability of our program. The use of a research-based mentoring program will provide the tools needed to recruit, encourage and equip mentors to inspire good character and build literacy skills in our students.

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X Check this box IF you are applying for priority points for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

As with many small communities across the nation, the tie that binds Atlanta together is our schools. Our community has a pure desire to see our children succeed academically and socially, and for them to thrive and grow our in community as future contributing adults. Without our schools, we all know that the community would surely fall apart. Involving our community using strategies that have been researched and proven will help us to build sustainable support for the program. Research shows that developing a plan for sustainability requires a carefully constructed plan composed of a number of critical components. Sustainability goes beyond financial considerations...funding is essential, but all of the building blocks must be in place. First and foremost among those components is a compelling vision. The Atlanta ACE Advisory Council will review our existing vision statement to make sure it reflects our community's vision for Cycle 9. A truly enduring program needs an array of community supporters and partners who are critical to assessing needs and discovering community assets. The steps that we will take to involve stakeholders both before and after the grant award include: **Building collaboration** - the Atlanta ACE Advisory Council recently met to perform a community needs assessment. This council consists of the superintendent, deputy superintendent, CFO, campus administrators, regular day teachers, ACE project director and site coordinators, afterschool teachers, students, parents, formal partner Texarkana College, business owners, and faith-based organizations. The group is and will continue to be reflective of the community of Atlanta with representatives of every gender, race and ethnicity, and will meet formally with sign-in sheets and agendas to maintain a sense of stability. **Advocating for support** - rallying key leaders from the community and encouraging them to use their power and influence to generate support is the second fundamental element of sustainability. Our project director and family engagement specialist salaries will be 10% funded by local and state funds in order to begin to build sustainability and local commitment. This will allow these persons to use part of their time to seek funding, write grants, and actively advocate for support. **Communicating results** with our supporters is essential for advocating for sustainability. Our results in academic achievement, attendance, and behavior are supported by local, state and national data. Consistent communication will ensure that the needs of the community are identified as time passes and that the goals of the regular school day are aligned with the goals of the afterschool program. **Authentic and open evaluation** will be a vital component of our continuous feedback and involvement plan. Taking time to celebrate our successes by reporting to the school board, local newspaper, social media, website, and hosting annual community events will encourage this sharing and feedback within the community. In turn, sharing openly and honestly about our challenges and asking for ideas for improvement will foster a spirit of shared leadership for both the afterschool program and the regular day school program. Key stakeholders will continue to be involved post grant award and in the creation of a long-range plan. Planning will allow us to focus on the aspects of the program that are most needed to accomplish our end goals. Components of the program that are more needed than others will be most important for our enduring program. We will develop a logic model and determine the resources required to support our stated service model. By beginning the sustainability planning process at the outset of our grant, we will have the opportunity to cultivate diverse resources that will continue to support our program at the conclusion of the grant period. The timeline for the long-range plan for sustainability will include:

- ❖ *December 31, 2016 - Development of Vision, Goals and Objectives*
- ❖ *June 30, 2017 - Development of Logic Model for Sustainability*
- ❖ *December 31, 2017 - Determination of Program Components to be Sustained*
- ❖ *June 30, 2018 - Preliminary Financing Plan*
- ❖ *December 31, 2018 - Long-Range Plan*
- ❖ *June 30, 2019 - Final Financing Plan*

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 1: Community Involvement

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Representative of our diverse community is our ACE Advisory Council, which includes key supporters and stakeholders from our community. Because our town of Atlanta is an interwoven community, people from all walks of life desire to see our students and schools succeed and are willing to apply their time to helping achieve that goal. Therefore, our advisory council for Cycle 9 will continue representing and serving our community and will consist of community leaders, businessmen/women, ethnically diverse parents, students, representatives from faith-based organizations, regular school day staff, afterschool staff, campus principals, and our school's superintendent, deputy superintendent, and CFO. Participating community organizations currently serving on our Advisory Council include: CHRISTUS St. Michael Health Systems, Mission Atlanta, First Baptist Church of Atlanta, Atlanta First United Methodist Church, Faith Community Church of the Nazarene, Texarkana College, Cass County Extension Office, and Atlanta Public Library. These organizations are the glue that binds our ACE program to the community, and they will continue to be a vital part of the council in the upcoming cycle. They will be vocal constituents and spread the word in support of our afterschool program within their own circles. In addition to this foundational Advisory Council support, the involvement of all community stakeholders - students, families, community leaders, teachers/school leaders, and business representatives - is crucial. In order to ensure this involvement, written documents such as monthly newsletters and calendars will be distributed to families and the community for the dissemination of events and information. Other sources of community awareness include newspaper articles, radio interviews, website promotions, and social media. The council will meet semi-annually, and more often if needed, in order to communicate continuous feedback from the community.

Collaboration between regular day teachers, principals, central administrators and afterschool staff will serve to ensure curriculum alignment and will be useful in making the transition between the regular school day and afterschool seamless. Measures of program effectiveness will include surveys developed and disseminated by our external evaluator to parents, students, core-day teachers, and principals. These will provide insight on satisfaction levels with the program, areas of strength, and areas where revision is needed. Family engagement surveys sent to parents and immediate family members will assess their needs and desires for classes offered just for them. Information gathered from all of these methods, plus information learned from our annual external evaluation process, final yearly reporting, and ongoing data disaggregation of student progress will be useful in setting and refining goals, revising programming, and making continuous improvements to our program. Sharing program effectiveness with the advisory council will be an important measure in continuing to increase program awareness.

A successful sustainability plan must include involvement of community stakeholders. Our advisory council will be a key asset in development of our sustainability plan, as they can use their community power and influence to generate and encourage support and build collaboration. "True collaboration takes a great deal of planning, time and effort, but the benefits far outweigh the costs. As the saying goes, there is strength in numbers. A chorus of voices advocating for the same goal will have far more impact than any single organization alone could. By drawing upon each member's unique skills and resources, collaboration avoids duplication and allows organizations to do what they do best in support of a common agenda." (*Time for Afterschool, Strategic Communications Kit, The National Center for Community Education.*) Our common agenda will include developing a formal sustainability plan, using tools such as the *Sustainability Workbook* developed by The National Center for Community Education, and the *Texas ACE Blueprint for Cycle 9*. Together these tools will help us put our plan in action for strong community support and ultimately, sustainability.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 034901

Amendment # (for amendments only):

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Today's youth will not tolerate two or three more hours of "school" in the afterschool setting. Yet our schools feel enormous pressure to provide students with additional academic instruction in preparation for high-stakes exams, often at the expense of artistic or recreational activities. However, Atlanta ISD is well equipped for the challenges that the ACE program will bring. Managing, organizing and operating a high quality afterschool program requires clear goals, outstanding leadership, committed staff, quality programming, and strong evaluation methods. Our ultimate goal will be to provide a program to help our students meet and exceed requirements for state and local academic standards and to be college and career ready. All four centers in AISD will be established through a comprehensive, collaborative, and coordinated approach inclusive of the regular school day, the students, and their families. We will incorporate student and family voice and choice in implementation of all activities. Our program will develop and include activities and programs balanced across the four core components of afterschool programming: academic assistance; enrichment; family and parental support; and college and career readiness. We will offer high interest programs, such as arts and music that offer a "hidden" dose of academic enrichment, while successfully retaining youth through engaging activities. We focus on the use of research-based curriculum in the core academic areas that are directed by the TEKS, correlated to the Texas State Tested Standards, with a focus on STEM. Explicit, systematic and engaging instructional lessons are essential for student success. Access to curriculum that is continuously enhanced and updated 24/7 will ensure that students receive updated, relevant learning opportunities on a just-in-time basis.

"If you have a child's heart, you have his head," said Flip Flippen. This philosophy extends to all of Atlanta ISD, where our staff is trained in a researched-based method of relationship building. Afterschool staff will be included in this ongoing training, provided by local funding. In this method, truly remarkable outcomes are happening in classrooms where trust, respect, and caring relationships flourish. But creating and sustaining such an environment is a tremendous challenge. Therefore, we are committed to this learning experience that provides tools for administrators, faculty and staff to build positive, productive, trusting relationships among themselves and with their students. These processes transform the classroom and campus environment, paving the way for high performance. Participants learn proven, repeatable skills that help them develop safe, trusting, self-managing classrooms, build students' motivation, and help them take responsibility for their actions and performance. This training also decreases delinquent behaviors such as disruptive outbursts, violent acts, drug use and other risky behavior, reinforces the role of emotional intelligence in teaching, and helps develop empathy for diverse cultures and backgrounds among students and staff. Ongoing professional development for regular day and afterschool staff is also provided by AISD through Title I and local funding in the core academic subjects of reading, writing, math, and social studies. Such trainings will include *Sharon Wells Math* and *The Write Tools*, which are both based on empirical evidence and TEKS-driven. Through the Region 8 ESC and other providers, all of our staff will be immersed in continuous training opportunities that are research-based and proven.

Communication among project staff and the regular day staff will be imperative to the success of this program. Students will be assessed continuously through progress monitoring to determine the individual needs that will improve overall student success. Weekly staff meetings between the project director, family engagement specialist, and site coordinators will be held. The project director will be part of the AISD district leadership team, which consists of the superintendent, deputy superintendent, CFO, campus principals and department directors. Site coordinators will work directly with campus instructional coaches and teachers in order to monitor and adjust student interventions and progress. Along with the use of assessment data, our staff will utilize the processes developed by My Texas ACE, which focus on intentional planning of activities and resources. With a focus on needs and desired results - improving academic achievement, increasing college and career readiness, providing high quality enrichments, and providing adult educational programs that increase workforce skills and services to families - we will provide a high quality program for all participants, adhere to all grant requirements, provide increased communication among project staff, and provide ongoing training and support for all staff.

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034901		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 1	Center Name: Atlanta High School		
9 digit campus ID#	034901001	Distance to Fiscal Agent (Miles)	1.9 miles
Grade Levels to be served (PK-12)	9 - 12		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			90
Number of Adults (parent/ legal guardians only) to be served:			30
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	N/A		
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 2	Center Name: Atlanta Middle School		
9 digit campus ID#	034901042	Distance to Fiscal Agent (Miles)	1.2 miles
Grade Levels to be served (PK-12)	5 - 8		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			149
Number of Adults (parent/ legal guardians only) to be served:			35
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	N/A		
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

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TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 3	Center Name: Atlanta Elementary School		
9 digit campus ID#	034901106	Distance to Fiscal Agent (Miles)	1.6 miles
Grade Levels to be served (PK-12)	2 - 4		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:		136	
Number of Adults (parent/ legal guardians only) to be served:		60	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	N/A		
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 4	Center Name: Atlanta Primary School		
9 digit campus ID#	034901107	Distance to Fiscal Agent (Miles)	1.8 miles
Grade Levels to be served (PK-12)	PK - 1		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
		Total	
Number of Regular Students (attending 45 days or more per year) to be served:		88	
Number of Adults (parent/ legal guardians only) to be served:		35	
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	N/A		
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034901		Amendment # (for amendments only):	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 5	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 6	Center Name:		
9 digit campus ID#		Distance to Fiscal Agent (Miles)	
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 7	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 8	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 9	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 10	Center Name:		
9 digit campus ID#	Distance to Fiscal Agent (Miles)		
Grade Levels to be served (PK-12)			
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			
Number of Adults (parent/ legal guardians only) to be served:			
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
9 digit Campus ID #			
District Name (if different)			
Distance to Center			

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034901

Amendment # (for amendments only):

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program coordination will be accomplished using multiple measures. Schoolwide programs under the ESEA states that a local educational agency may consolidate and use funding, together with other federal, state, and local funds, in order to upgrade the entire educational program of a school that serves an eligible school attendance area. At all four centers, the Atlanta ACE program will coordinate measures with Title I, Part A schoolwide program funding and with State Compensatory Education (SCE) funding by providing intensive, small group instruction, professional development for staff, and data disaggregation tools for regular day and afterschool staff. Core academic teachers for our regular day program also serve as afterschool teachers for remediation, tutoring, and homework help. The ACE program will further supplement regular instruction, ensuring that all students, especially those who are struggling, will receive proper instruction from teachers who know them well, are familiar with their struggles, and are trained to provide intensive just-in-time remediation. Teacher salaries funded by the Title I and SCE programs in AISD are the same teachers that our ACE program will use in afterschool to provide further accelerated instruction. Teacher skills and proficiencies encouraged and developed by training provided by Title I and SCE funding will benefit both the regular day and afterschool programs. In addition, Title I funding supports the use of *DMAC*, a data disaggregation tool, which is essential to both the regular day and afterschool programs in AISD. Teachers, administrators, and site coordinators will use *DMAC* as the means for data disaggregation for basing their individualized instruction plans that are so essential to the success of ACE students. AISD will use funding from federal sources to supplement, but not supplant, funds from other federal, state or local sources to carry out the required educational programs of all students.

Identification and recruitment of ACE students will be of utmost importance for our agenda. Working in tandem with the regular day teachers, counselors, and instructional coaches, ACE site coordinators will gather listings of students to be targeted. Those who are served in Title I schoolwide and SCE programs, at-risk and/or economically disadvantaged will be selected as the primary recipients of ACE services. We have used this process each year of our previous cycles and it has been highly effective in identifying ACE regular attendees. Recruitment takes place in conjunction with regular day school staff, our family engagement specialist, and site coordinators, who together issue invitations to students and families about the upcoming ACE programs in AISD.

Our plan for retaining these targeted students will include high quality academic support and homework help, enrichments, family support, and free meals and snacks served each day to all participants in the program. Retaining regular attendance in the elementary grades is usually not an issue. But unfortunately, due to busy schedules, claims of boredom, or desire for freedom, poor regular attendance is the norm in many programs for middle and high school students. Participation in these programs dwindles during the critical transition from elementary to middle school, though students continue to need caring adult role models and interesting out-of-school activities. (*Attracting and Retaining Youth Participation in After School Programs, The Harvard Family Research Project.*) **Relationships are at the heart of Atlanta's ACE program.** Our youth describe their program as **FAMILY**. We will develop trusting, caring relationships between the afterschool staff members and students. Successful staff members will enjoy participating in rather than simply supervising activities, and they will be representative of participants in both gender and ethnicity. Working closely with teachers to identify and encourage them to participate, we will earmark a certain number of program slots for hard-to-reach youth, and hire staff members who demonstrate an ability to relate well to them. Personal phone calls and visits will be an effective means of increasing interest, along with recruiting pairs of friends or groups to join together. Rather than relying simply on posters, flyers, or referrals to generate interest, our ACE program will benefit from **direct outreach** to these targeted youth and their families. Research shows that variety in programming reduces boredom and encourages regular attendance. A choice of activities will also increase participation because it offers students the flexibility of participating in the program while continuing to participate in other activities. Offering flexible environments suited to the needs and wants of teens and pre-teens, with drastically different programs than those offered for elementary students, will keep students engaged and interested, and regularly participating in ACE.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034901

Amendment # (for amendments only):

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Atlanta ACE will offer a comprehensive **38-week program**, consisting of 32 weeks of regular programming and a six week summer program. Full-time site coordinators, along with part-time certified teachers and paraprofessionals, will staff the centers at all times. Weeks and hours of Atlanta ACE are based on needs identified by our working families and students who are involved in other activities such as work programs, band and athletics. Our regular program will operate for two hours per day (3:30 to 5:30), Monday through Thursday. Each day (Monday - Friday) during regular programming we will also have a one hour morning program (6:45 to 7:45), for a **total of 13 hours per week**. Our summer term will operate for four hours per day, four days per week (Monday - Thursday) for five consecutive weeks. The sixth week of summer programming will occur during August each year, just before the new school year begins to help students and families fully prepare and get off to a good start. **The six week summer minimum will be met by using funds from the subsequent continuation grant period, if awarded, so that allowable program activities can take place on or after August 1.** The dreaded "summer slide" forces teachers to spend time on remedial teaching when they return to the classrooms at the start of the new school year. And while any student can be susceptible to summer learning loss, the problem especially affects low-income students who are already vulnerable to falling behind their classmates. According to a recent report, low-income students are more prone to longer lasting and more academically damaging summer learning loss than their peers. (*Graham, E., Making Summer Count: How Summer Programs Can Boost Children's Learning.*) In order to help offset the learning losses of at-risk students, Atlanta ACE will take a unique and innovative approach to help curtail the summer slide experienced by academically vulnerable students. We will create a successful summer camp model that combines teaching and classroom-based instruction with engaging activities and hands-on learning opportunities. Priority will be given to students who are at risk or struggling academically. Family engagement activities will also get a jump start as we hold our ACE Kickoff event, which will encourage participation by students and families and help spread the message about our program into the community. **The Atlanta ACE program will offer more weeks and more hours per week of programming than the required minimum in order to meet the needs of our students and families and ensure a high level of success.**

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Safety of our program participants and staff will be of utmost importance. We will enhance our current safety practices with a written ACE Safety Plan including the following practices or policies which will apply to all centers and adjunct sites:

- ✓ Parental consent to participate in ACE programming and activities
- ✓ Procedures for emergency closings that align with ACE "make-up day" requirements
- ✓ Fire department contact procedures and how families will be notified in the event of an emergency
- ✓ Periodic evacuation drills with students that include tornado, fire, lockdown, etc., and documentation procedures
- ✓ Injury/illness procedures, including illnesses that prohibit participation in ACE and documentation required
- ✓ Administration and use of prescription and nonprescription medication
- ✓ Hand washing requirements for staff and students
- ✓ Standard precautions to be used to handle potential exposure to blood or bodily fluids
- ✓ Training plans for new employees and volunteers to obtain the skills required to safely care for students
- ✓ Discipline policies that protect the well-being of the students in the care of ACE program staff
- ✓ Sign-in and Sign-out procedures, and other policies outlining how to protect students

In addition, our centers will benefit from several other AISD practices with regard to student safety. Each center has the use of an "on call" RN. The locally funded school nurse is available to any center during all programming hours. Staff and volunteers are subjected to background checks before being allowed to participate in ACE activities. We currently utilize the ACE Safety Self-Assessment Checklist to determine the overall environment for safety at each center and will continue to use this process. All site coordinators and certified teachers in AISD are CPR certified. An AED is on premise at each center and at least one staff member will be present at all times who is certified in *HeartSaver* practices.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034901

Amendment # (for amendments only):

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Alignment of the AISD ACE afterschool program with regular school day curriculum is crucial to the academic progress of our students. In order to ensure alignment at each grade level, site coordinators have electronic access to core day teachers' lesson plans through *OnCourse*, an online lesson planning tool. Site coordinators will review lesson plans on a weekly basis to identify skills and objectives, based on the Texas Essential Knowledge and Skills (TEKS), that each grade level is working on. Each ACE site coordinator will plan afterschool academic instruction and enrichment activities that will reinforce those TEKS. In addition, our ACE afterschool staff has routine meetings and communications with core day teachers, interventionists, counselors and principals to ensure alignment with the campus curriculum and student learning needs.

Various instructional methods and opportunities for learning will take place in every classroom of the AISD ACE afterschool program. **Activities will be a minimum of 45 consecutive minutes in length and planned for each hour the centers are open.** All instructional methods and tools used in our ACE program will engage students in effective, innovative ways that are designed to target students' specific needs and expand their academic potential. We will utilize *MindWorks* curriculum, and each sixweeks our centers will use all-inclusive materials kits. Each materials kit includes a facilitator's guide with step-by-step instructions, pre- and post- tests, discussion questions, and extension activities plus all the supplies needed to implement each lesson. *MindWorks* includes an expanded STEM curriculum, tied to the TEKS, which blends hands-on exploration with project learning. Using a comprehensive curriculum aligned with the TEKS, we will provide our students with engagement through age appropriate kits filled with fun, creative, hands-on games, crafts and activities.

We must admit that today's students are hardwired for digital connections. Without being "all about the technology," we will utilize technology as a student engagement piece as well as a tool for making decisions about student progress and reaching instructional goals. The Atlanta ACE program will provide students with engaging tools that will use dynamic content mixed with built in animation, movies, video, and other multimedia content. In addition to face-to-face instruction and interactive academic enrichment study time, students will utilize specialized prescriptive software programs that place the student in appropriate levels of content understanding. Our technology labs allow students to work at their own pace and concentrate on skills in which they need mastery. Tablet computers for research and enrichments will also be available for students in the ACE program, purchased with prior 21st CCLC grant cycle funding as well as other state and local funding. Atlanta ISD utilizes a variety of assessment tools that provide data which drives our activities. Local benchmark exams and state assessment tools provided by *DMAC (Data Management and Assessment of Curriculum)*, an online product that enables disaggregation of data on state assessments and allows for further disaggregation of data from local assessments that are administered throughout the year.

Atlanta ISD's District and Campus Improvement Plans include the ACE afterschool program as a vital and regular resource in closing achievement gaps that exist in our schools. Providing extended learning opportunities for students who have not passed state assessments, utilizing benchmark testing to make formative assessments of student progress, decreasing dropout rates, identifying students in need of remediation before, after, and/or during summer school, and communicating accomplishments to our community are areas in which the ACE afterschool program greatly impacts our district and ensures desired student outcomes.

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Schedule #17—Responses to TEA Program Requirements (cont.)

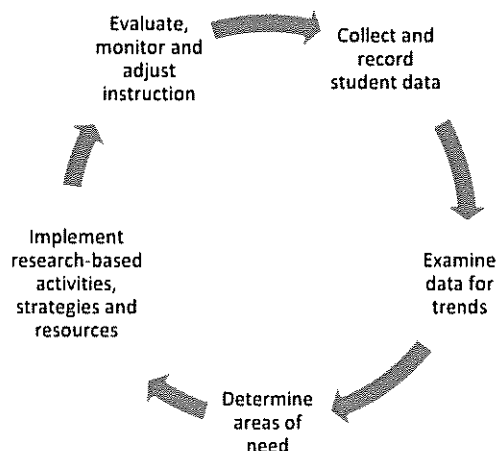
County-district number or vendor ID: 034901

Amendment # (for amendments only):

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Atlanta ISD will use a defined process for collecting, monitoring and disseminating student data. We will tailor our program activities to fit the specific needs of the campuses and students. Those needs will be determined from a six week cycle of campus data while determining and monitoring student-level deficiency data and will involve a thorough examination of all pertinent trends.

Addressing these needs will require the following continuous process:



The *DMAC* tool for data disaggregation will be used for the collection of student data. Site coordinators will develop and maintain an electronic record of every student in the program. Data about each student will be maintained on an ongoing basis, including STAAR testing, local benchmark results, and three and six week progress reporting. Discipline and attendance data will also be maintained electronically. This will serve as the basis for regular meetings between the site coordinators, campus instructional coaches, counselors and teachers regarding all students in the program. The committee will develop a needs assessment to determine those activities that will meet the needs of each individual student at the grade and campus levels. Activities, strategies and resources will be determined from this needs assessment. Regular evaluations of progress toward meeting those determined needs will be conducted to provide for an intentional process of monitoring and adjusting so that student achievement will be maximized.

The best afterschool programs do two things: they engage students in fun activities that create a desire to learn, and they build on what students are learning during the school day to extend the knowledge they already have. Through student voice and choice, enrichments will be offered according to the interests of our students. These offerings will enable students to be involved in activities that otherwise would not be afforded to economically disadvantaged families. Students will be surveyed at the beginning and throughout the program to find enrichments that are meaningful and beneficial to them, while enhancing the academic offerings of the Atlanta ACE program.

Inappropriate instruction can harm poor and minority students. Instead of being presented in a variety of modes, instruction in too many schools tends to be abstract, devoid of application, overly sequential, and redundant. For teachers of diverse students, it is especially important to use a broad repertoire of strategies. Some children may be global thinkers; others, more analytical. Some children may learn best from lecture and reading; others, through manipulatives and other hands-on experiences. Some children may thrive on competition; others may achieve far more in cooperative groups. (*Educating Everybody's Children: Diverse Teaching Strategies for Diverse Learners, Revised and Expanded 2nd Edition*, edited by Robert W. Cole) At risk students are particularly shown to have improved overall success when placed in appropriate small groups and provided with intense instruction by high quality teachers. In some cases, individual attention will also be given to struggling students as the need arises. Atlanta ACE will focus on those students at risk of failing or dropping out, and small group instruction in academics will be especially beneficial for meeting the needs of these students. At each ACE center, our planned staff to student ratio for small group academic instruction will be 10:1 or lower. However, in no case will we exceed the 22:1 requirement of TEC Chapter 25.112.

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034901

Amendment # (for amendments only):

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Both research and practice make clear that neither schools nor afterschool programs will succeed in improving student outcomes without engaging families. The focused energy that is needed to make and sustain gains will dissipate if families are not in the learning loop. The Atlanta ACE program will provide new and exciting opportunities to engage families in regular programming opportunities. Implementing the family component at each center in Atlanta will be the Family Engagement Specialist. The purpose of the FES is to offer families whose students who are served by ACE centers opportunities for literacy and related educational development. The Four Component Activity Guide found in the *Texas ACE Blueprint for Cycle 9* will be applied, balancing activities across all four components of family and parental support services and based on campus needs. A minimum of one activity from each category will be offered each month. The activities will be educational, literacy related, ongoing and consistent during the fall, spring, and summer. Family activities will be provided to immediate adult/family members (parents/legal guardians) of students enrolled in ACE. The increased family engagement focus will reinforce critical success factors which address needs of the students and families served by ACE. Milestones and behaviors outlined in our Critical Success Model will help develop a rigorous program that drives strong student/family engagement along with community support for ACE.

Our partnership with Texarkana College will provide tremendously increased opportunities for family engagement. With the addition of workforce certification credit hours and community education classes, Atlanta ACE families will be offered programs that will increase their opportunities for advancement in their own educational journey at no cost. We will offer a balance of activities that meet the needs of our families served in the ACE program, not overlooking the ideas and desires of participants. Utilizing surveys, focus groups, and interest inventories, we will regularly determine what targeted program participants want from their out-of-school time program. Services will be provided to students and families who are in the most need of assistance and then open to others who are not specifically targeted but desire to attend.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our plan for family engagement program coordination, in accordance with the Texas ACE Cycle 9 Blueprint, will include a family engagement specialist that will coordinate family activities at all four centers. The FES will be employed part time (.75 FTE). In our previous cycles, the FES was half-time (.50 FTE) and this increase will allow for more time to focus on college and career readiness activities as well as adding the new targeted prekindergarten component. Our family engagement strategies will focus on conducting needs assessments and surveys to determine the types of activities to offer, and planning, coordinating and implementing consistent activities for families. Making meaningful connections and developing relationships in the school community, while collaborating with community organizations, the FES will meet family needs and further the academic and career success of our students, and the personal growth and lifetime learning of participating adults. The FES will coordinate services with programs within the schools and the community, such as Title I, State Compensatory Education, and the new High Quality Prekindergarten state grant. The FES will be paid with combined funding, 90% from ACE grant funds, and 10% from other state or local funds, in order to fully coordinate activities. Relationships are vital to the success of family engagement. The FES will maintain regular communications with parents on ACE program activities, reach out to individual parents through home visits, and develop supportive relationships. Activities will include family engagement workshops, adult education classes, and health/social service support. The FES will communicate and build trusting relationships with families, communicate frequently and in positive ways, support, and provide leadership opportunities for families. Family members are more likely to become engaged when they are encouraged and feel welcome. Atlanta ACE will continue our popular tradition of Family Literacy Nights to attract and retain regular family participants, with donated prizes such as laundry detergent and toiletries. Literacy nights are combined with educational activities, such as technology, job skills, or money management, and are offered on a regular basis. Other activities will be those listed in the community needs assessment process, such as educational programs about nutrition, fitness, interview skills, and technology education. Serving as the liaison between families and schools, the FES will advocate for regular afterschool attendance.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 034901

Amendment # (for amendments only):

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A common misperception about families who aren't actively involved at school is that they simply "don't care" about their children's education. Although higher-income families tend to be more visible in our schools, the vast majority — in all ethnic, linguistic, and socioeconomic groups — support their children's learning at home in a variety of different ways. (*Brewster, C. and Railsback, J., Building Trust with Schools and Diverse Families.*) Rather than assuming families are unwilling to become more active partners with schools, we will examine closely the specific causes of poor school-family relationships and low levels of involvement in our community. By examining these barriers, we will develop solutions for gaining support and trust. A critical first step in engaging diverse families is to focus on building relationships of mutual trust, confidence, and respect. We will assess the level of participation and barriers that families face. If we begin relationships on a positive note we will be more likely to succeed in relationship building. Relationship building takes time and repeated affirmation of our commitment. The ACE staff will make weekly home visits a strategic priority. Getting to better know students and their families can make parents powerful advocates in their children's education. Home visits can give staff the insight they need to help all students succeed and welcome parents into the education process. A home visit is a way to bridge the gap between ACE and home for students, families, and teachers and deepens the partnership between all stakeholders. Home visits will continue to be an integral part of the ACE program in Cycle 9.

We will develop and promote ACE Family Information Centers as one way to demonstrate that families are welcome at school. We will create a space at each center where families can learn about the program, upcoming events, and strategies for parents to support students' education. Our information centers will be in highly visible locations on campus. Materials to be available include flyers, calendars and newsletters about Atlanta ACE. Parental guidance that outlines strategies on helping with homework, guiding children through adolescence, and other topics will be available, as well as information about community resources such as free or low-cost vaccinations, flu shots, and local housing services. Suggestion boxes will offer parents an opportunity to provide feedback and offer their ideas for activities. A family handbook will also be developed to inform parents and create a common language about the ACE program, and build trust to open the door for more communications. All written communications with families will be provided in English and Spanish to ensure that no language barriers exist. We will also build trust and relationships with families by offering activities that are based on interests and needs assessments, and designed to provide families with meaningful engagement in the children's education. Our community needs assessment identified an increase in adult workforce skills as a strong need among adults in our community. Partnering with Texarkana College, we will offer workforce classes that are stacked and latticed with TC's workforce program, giving families the opportunity to build on skills as they progress toward a certificate. These programs include welding, culinary arts, industrial maintenance, and technology education, and will be offered at Texarkana College or at the ACE center at Atlanta High School. We will assist families in finding free or low cost transportation if needed. In addition, TC will also offer community education classes such as photography, gardening, and foreign languages. These will be offered to ACE families at no cost and will be held at one of our ACE centers. As we have done in the past, we will also offer educational, literacy building opportunities combined with fun events with donated prizes to encourage participation. These activities will be offered at each of our ACE centers, at least once per month during regular programming and once during the summer term. Activities will be held during times most beneficial for working families, primarily in the evenings. Repeat activities will also be held during the school day for those who work at night. Additional resources will be used to provide family engagement opportunities, including local or state funding that will provide 10% of the FES annual salary. In addition, graphics, design and layout of ACE for newsletters and other brochures and mailings will be prepared by the AISD graphics specialist, a locally funded position, at no cost to the program. We commit to supporting interactions, activities and events that build more connectedness with our school community. By connecting families with each other, the school and the community, we will build upon a framework for family involvement, and we will build trust and foster active and meaningful engagement in our children's education.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 034901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 034901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 034901

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 034901

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 034901

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 034901

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 034901

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 034901

Amendment number (for amendments only):

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For **statewide** teacher training programs or **statewide** student instructional programs, refer to the list of private nonprofit school association contacts posted on the [Applying for a Grant](#) page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): **1**

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

☐ Certified letter

☒ Documented phone calls

☐ Meetings

☐ Fax

☐ Email

☐ Other method (specify):

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): **15**

Check box only if there is no data available to determine the number of eligible students: ☐

Total Nonprofit Participants

Total nonprofit schools participating: 0

Total nonprofit students participating: 0

Total nonprofit teachers participating: 0

No nonprofit schools participating: ☒

No nonprofit students participating: ☒

No nonprofit teachers participating: ☒

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

☐ Certified letter

☐ Documented phone calls

☐ Meetings

☐ Fax

☐ Email

☐ Other (specify):

Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)

☐ How children's needs will be identified

☐ What services will be offered

☐ How, where, and by whom the services will be provided

☐ How the services will be academically assessed, and how the results of that assessment will be used to improve those services

☐ The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services

☐ The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools

☐ How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers

☐ How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor

☐ Other (specify):

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 034901

Amendment number (for amendments only):

Part 3: Services and Benefits Delivery

Designated Places/Sites

☐ Public school ☐ Private nonprofit school ☐ Neutral site

☐ Other (specify):

Designated Times

☐ Regular school day ☐ Before school day ☐ After school day

☐ Summer vacation ☐ Other (specify):

Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:		Activity #1 selection criteria	Activity #1 major activities	Activity #1 begin date
	# of students:	# of teachers:			Activity #1 end date
2	School name:		Activity #2 selection criteria	Activity #2 major activities	Activity #2 begin date
	# of students:	# of teachers:			Activity #2 end date
3	School name:		Activity #3 selection criteria	Activity #3 major activities	Activity #3 begin date
	# of students:	# of teachers:			Activity #3 end date
4	School name:		Activity #4 selection criteria	Activity #4 major activities	Activity #4 begin date
	# of students:	# of teachers:			Activity #4 end date
5	School name:		Activity #5 selection criteria	Activity #5 major activities	Activity #5 begin date
	# of students:	# of teachers:			Activity #5 end date

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.

☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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